

INSPECTION REPORT

2022-2023



SAFA BRITISH SCHOOL

UK CURRICULUM

VERY GOOD

CONTENTS

CONTENTS	2
SCHOOL INFORMATION	3
Summary of Inspection Findings 2022-2023	4
Overall School Performance	6
Focus Areas	8
Main Inspection Report	10

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Safa
	Opening year of School	2009
	Website	www.safabritishschool.com
	Telephone	97143884300
	Principal	Zara Mary Martina Harrington
	Principal - Date appointed	21 February 2018
	Language of Instruction	English
	Inspection Dates	23 to 27 January 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 15
	Grades or year groups	FS1 to Year 10
	Number of students on roll	1389
	Number of Emirati students	72
	Number of students of determination	292
	Largest nationality group of students	Arab

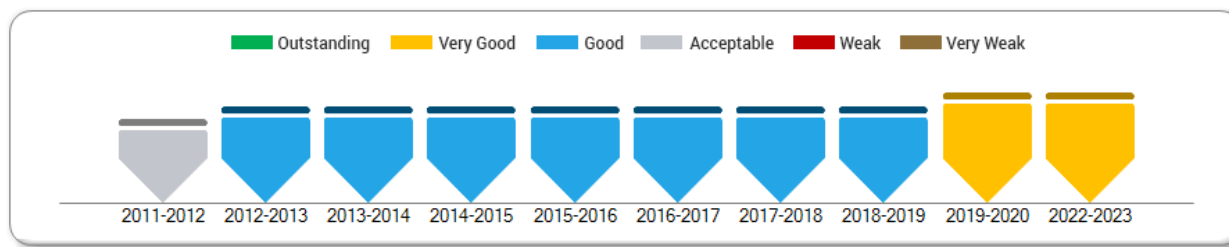
TEACHERS

	Number of teachers	106
	Largest nationality group of teachers	United Kingdom
	Number of teaching assistants	41
	Teacher-student ratio	1:13
	Number of guidance counsellors	1
	Teacher turnover	2%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	N/A
	Accreditation	BSO

School Journey for SAFA BRITISH SCHOOL



Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for students' outcomes, provision, and leadership.

STUDENTS OUTCOMES

- Foundation Stage (FS) children are making very good progress in English and science. Mathematics is the subject where most children excel, and enjoy. In primary science and English, students apply their skills and knowledge with exceptional success. Students make good progress in Islamic Education. Progress in secondary Arabic lags behind the good progress students make in the primary phase. Across all phases, the excellent quality of students' learning skills sets a secure foundation for learning in most subjects.
- Students enjoy coming to school and feel safe, valued, and supported. Their attitudes are positive and mature. The children in Foundation Stage are self-reliant, respectful, and polite. Students have a deep appreciation and understanding of Islamic values. They are successful in applying core Islamic values such as tolerance, care and social contribution to their daily lives. They involve themselves fully in Islamic celebrations. Students across all phases show an exceptional work ethic. They are highly resourceful, innovative, and creative.

PROVISION FOR LEARNERS

- Teachers have strong subject knowledge and use their skills effectively to promote learning. They know how to enthuse and encourage students with differing abilities. In the Foundation Stage (FS), teachers have an excellent understanding of children's needs and how to teach inspiring lessons. The school participates in a range of tests to benchmark students' performance against international standards. The use of assessment is especially strong in FS. Baseline assessments and phonics screening ensure that teachers have an in-depth knowledge of the strengths and weaknesses of individual children.
- The curriculum is rich, varied and clearly aligned to the school's vision of inclusive education. The school has included in its practices a very wide range of wellbeing initiatives for all groups of students. Curriculum adaptations for students of determination are stimulating, engaging and focused on raising their aspirations. Extra-curricular activities offer interesting and diverse opportunities for all students across many curricular areas.
- The school has rigorous procedures and policies to ensure students' safety and security. Members of staff, students, and parents are kept fully informed of child protection procedures. A caring, supportive ethos is evident across the school. Staff and students are respectful and friendly. Students with academic, personal or social needs are exceptionally well supported. Systems for managing students' behaviour are highly effective and sensitively managed.

LEADERSHIP AND MANAGEMENT

- The governing board is fully representative of all stakeholders and provides an outstanding facility to the Safa community. Leaders at all levels, led by an excellent principal, ensure that the school is inclusive. The wellbeing of all staff and students is a key priority. School planning is focused on improving outcomes in teaching, learning and assessment. All aspects of the day-to-day management are highly efficient and impact very positively on students' punctuality and their experiences in the school.

The Best Features of The School:

- The highly inclusive nature of the school and the excellent support for students' wellbeing
- Provision in FS, where teachers unlock the potential of every child
- Students' outstanding behaviour, respect for Islamic values and excellent work ethic
- The responsible and enthusiastic students who engage willingly with a curriculum that is interesting, motivating and diverse
- The respect and support of governors and parents for school leaders and teachers

Key Recommendations:

- Ensure that the best practices in teaching, learning, and assessment are effectively shared and embedded across all subjects of the school.
- Ensure that the long-term school improvement plan builds upon the current breadth of curriculum provision, meeting the needs of all upper secondary students.

Overall School Performance

Very good

1. Students' Achievement

		Foundation Stage	Primary	Secondary
<p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good
<p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable ↑
	Progress	Not applicable	Good ↑	Acceptable
<p>English</p>	Attainment	Very good ↑	Very good	Very good ↑
	Progress	Very good	Outstanding ↑	Very good
<p>Mathematics</p>	Attainment	Outstanding ↑	Very good	Very good
	Progress	Outstanding ↑	Very good	Very good
<p>Science</p>	Attainment	Very good ↑	Very good	Very good
	Progress	Very good	Outstanding ↑	Very good
Learning skills		Outstanding ↑	Outstanding ↑	Outstanding ↑

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ↑	Outstanding ↑	Outstanding ↑
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Outstanding ↑	Very good	Very good
Assessment	Outstanding ↑	Very good	Very good

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Outstanding ↑	Outstanding ↑	Outstanding ↑
Curriculum adaptation	Outstanding ↑	Outstanding ↑	Outstanding ↑

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding

6. Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Very good
Parents and the community	Outstanding
Governance	Outstanding ↑
Management, staffing, facilities and resources	Outstanding ↑

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessments	is above expectations.	is above expectations.

- During the last two TIMSS assessment cycles, the school exceeded its National Agenda (NA) targets. Students made outstanding progress in both the international and the NA tests. Students' outcomes in TIMSS tests indicate that the school performs very well in comparison with other schools.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations.

- School leaders are committed to the vision and goals of the NA. They analyse the assessment data rigorously and use the information to set targets for students, check their progress and guide curriculum adaptations. Induction arrangements for new teachers include the use of data in lesson planning. However, not all teachers use the information to reduce identified gaps in students learning.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations.	is above expectations.

- Since the previous inspection, a greater focus has been placed upon reading across all phases. A large majority of teachers uses skilful questioning to promote critical thinking. Higher-order thinking skills are routine features of lessons in most subjects.

Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.

For Development:

- As the school continues to grow, new staff should be supported to embed the use of NAP data, to maintain the rapid and sustained progress of all learners.

Wellbeing

The quality of wellbeing provision and outcomes is at a very high level.

- Leaders' exceptional commitment to wellbeing is evident throughout the school. The whole-school approach is exemplified by the informative booklets that provide a very clear rationale. The wellbeing leaders are inspiring and creative, supported by a very able team. Leaders conduct systematic self-reviews which feed into the wellbeing development plan. Senior leaders and staff are held to account for provision and outcomes. The school systematically collects, analyses and uses data, including student, parent and staff surveys to monitor and refine its approach to wellbeing.
- Staff have very positive relationships with students, supporting and empowering them to be responsible for their own wellbeing. High-level care is bespoke to each student. The school has highly qualified and experienced staff responsible for the wellbeing agenda. The counsellor, psychologist, behaviour analyst, and occupational therapist are integral to the guidance and support provided by the school. The commitment to promoting the wellbeing of staff is a strong feature of the school. Strong partnerships with parents and the wider community are a central part of the wellbeing process.
- The school adopts a holistic approach to wellbeing, with interventions at both whole-school and individual levels. The promotion of wellbeing is addressed across the whole curriculum with an emphasis on teaching of social and emotional skills. Lesson planning includes a focus on wellbeing. Comprehensive careers advice supports career and option choices from Year 9. Students consistently display highly positive and supportive attitudes, reporting that they feel very safe in the caring ethos of the school.

UAE social studies and Moral Education

- The Moral Social and Cultural (MSC) Framework is separated into moral education and social studies lessons from FS to Year 9. In Year 10 the two subjects are integrated with opportunities for the students to take global citizenship in conjunction with MSC.
- Teachers follow the framework with innovative adaptations to enhance the curriculum, teaching and learning. Assessment procedures are thorough. Classroom activities enhance engagement and improve interactions and outcomes. Cross-curricular links are evident. Moral education discussions on pollution, global warming, and the distribution of resources around the world, are vibrant.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Good

- School internal assessment data indicate that students attain levels of knowledge and skills that are in line with curriculum standards. This is matched by what is seen in lessons and in students' recent work. Assessment data present a positive picture of progress across both phases.
- Most students demonstrate adequate understanding of the Islamic creed, manners and worship. Memorisation of verses from The Holy Qur'an, knowledge about the Seerah of the Prophet (PBUH) and of Al Hadith are improving. However, insufficient use is made of assessment information to guide students' learning.
- In most lessons, teachers successfully link students' learning to everyday life. In these lessons, students are able to draw evidence from The Holy Qur'an or Hadith in relation to such issues.

For Development:

- Make more effective use of assessment data to influence teaching and curriculum design so as to meet students' diverse needs.
- Consolidate students' ability to link Islamic concepts with everyday life, drawing on evidence from The Holy Qur'an.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable

- Students' progress, as seen in their recent work, indicates steadily improving writing, and reading comprehension skills, especially in Primary. In both phases, students' reading comprehension, listening, speaking, and writing skills are broadly in line with curriculum expectations. Internal assessments accurately reflect students' performance levels in the four language skills. Students in Primary reflect knowledgeably on story plots and express their viewpoints about characters in a text. Secondary students discuss topics of interest and establish links between literature and their own contexts.
- Improved teaching approaches intended to motivate and engage students more actively in learning are beginning to have an impact on progress in lessons. Teachers' marking does not always provide students with enough guidance on the standard of work and how it can be improved.

For Development:

- Provide more accurate and consistent feedback to students on the quality of their work and how to improve it.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable ↑
Progress	Not applicable	Good ↑	Acceptable

- Students’ phonics and language skills are developing effectively across the year groups, especially in the lower primary phase. Both internal assessment information and students’ recent work indicate that they are making more rapid progress in Primary than in Secondary.
- Students engage well in Arabic language learning across the school. In Primary, they make good progress in reading, listening, and speaking in relation to their starting points. Students can read texts with familiar words and speak using simple sentences. They write about themselves and their experiences using previously learned vocabulary and phrases, with increasing confidence.
- Recent curriculum reviews based on students’ years of studying Arabic, and adaptations to teaching, are having a positive impact on students’ progress. They are beginning to use Arabic with more confidence.

For Development:

- Provide more accurate and consistent feedback to students on the quality of their work.
- Improve students’ progress in Secondary to at least match that in Primary.

English

	Foundation Stage	Primary	Secondary
Attainment	Very good ↑	Very good	Very good ↑
Progress	Very good	Outstanding ↑	Very good

- Students exceed expectations in both internal and external assessments. Progress in Primary is particularly strong. There is a strong emphasis on reading supported by effective intervention programmes to bridge gaps for all groups. Students with gifts and talents are set suitably challenging tasks.
- Younger students explore reading through ‘secret messages’ where notes are hidden. Talk for writing develops awareness of language patterns in Upper Primary. Analysis, inference, and annotation is a strength in Secondary. Guided reading is helping to consolidate students’ reading skills..
- Standardised assessment objectives are helping teachers to track students’ progress more effectively. Reading and writing interventions are having a marked impact across all subjects. The library is an inviting environment where students are encouraged to read for pleasure.
- Purposeful interventions and action plans are having a positive impact on the achievement of Emirati students. Their progress is similar to that of other students.

For Development:

- Ensure a variety of reading strategies are fully developed and central to lesson planning in English.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Outstanding ↑	Very good	Very good
Progress	Outstanding ↑	Very good	Very good

- The internal and external assessment data support the very strong outcomes for children in FS. Lesson observations and work scrutiny confirm these outcomes. In the other phases, inspection findings show that the large majority of students make much better than expected progress in relation to curriculum expectations.
- Children in FS demonstrate a wide range of skills in their ability to calculate, count and apply number in real-life contexts. In the upper phases, most students have secure calculation, data handling, and geometric skills. There is insufficient attention given to the development of basic algebraic skills in Upper Primary.
- The integration of educational technologies into mathematics lessons in FS and Primary is helping to develop independence in students' learning. The use of technology is not as widely integrated in Secondary.
- The progress and attainment of Emirati students is similar to that of other students.

For Development:

- Place greater emphasis on the development of basic algebraic skills in Upper Primary in preparation for Secondary.
- To further integrate technology throughout secondary lessons to support independent learning.

Science

	Foundation Stage	Primary	Secondary
Attainment	Very good ↑	Very good	Very good
Progress	Very good	Outstanding ↑	Very good

- In external benchmark tests, most students in Primary and Secondary consistently achieve results that are above expectations. Students' workbooks and lesson observations indicate that most students are working above these expectations, most notably in Primary.
- Students apply their scientific learning to real-life contexts and construct their own deeper understanding of the scientific method. This begins in FS, where children investigate changes to ice, and continues on to Year 9, where students plan and evaluate their investigations and critically analyse their own work.
- In almost all science lessons in Primary, students are engaged in practical learning, research, and investigations. They develop a deeper understanding of scientific concepts and abstract thinking. Students in all phases are able to apply the full range of learning skills.
- The achievement of Emirati students is comparable to that of other students.

For Development:

- Ensure that students' progress in FS and Secondary matches that in Primary.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Learning skills are exceptionally well developed and a strength across the school. Students are enthusiastic and eager to learn. They make mature contributions to discussions and debates. They successfully relate their learning to the outside world and make cross-curricular connections.
- Collaborative and independent enquiry skills are well developed. Students articulate their findings with persuasive argument and confident delivery. They do not rely on teacher direction but take responsibility for their own learning. In most subject areas, they can think critically when presented with a challenge.
- Most students display maturity in self reflection and creative thinking. They are adept in the use of success criteria to support independent learning and in exploring open-ended investigations and problem-solving.

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Outstanding	Outstanding

- Students in all key stages enjoy coming to school and feel safe, valued, and well supported. They have positive and mature attitudes to school. Students are self-reliant, resilient, respectful, and polite. They are self-disciplined and demonstrate very strong leadership skills.
- Relationships between staff and students are very positive, friendly, and respectful. They work very effectively together, showing exemplary support and empathy for the needs of others. Students' behaviour is excellent in lessons and around the school.
- Students maintain healthy lifestyles and adopt healthy eating habits. They are highly engaged in physical education lessons and participate in a wide range of extra-curricular and sporting activities. Attendance rates are high and all are usually punctual to school and to lessons.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Students have a deep appreciation and understanding of Islamic values. They are successful in applying the core Islamic values such as tolerance, care, and social contribution in their daily lives. They involve themselves fully in Islamic celebrations in the school.
- Students respect and appreciate UAE heritage and culture. In all phases, they can give details about the UAE, such as its history, food, and leaders. They appreciate the diversity of the country and are involved in a range of UAE national celebrations.
- Students are proud of their own cultures and show respect and appreciation for other world cultures. World cultures are celebrated through a variety of diverse school celebrations, like International Day, Diwali, Christmas and Ramadan Iftar.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding

- Students across all phases show an exceptional work ethic. They are highly resourceful, innovative, and creative. Their positive impact on the school and the wider community is evident from events such as recycling campaigns and various whole-school events to raise funds for charities.
- Students demonstrate their social responsibility by, for example, participating in a market day to promote the United Nations sustainability development goals. A group of secondary students will travel to South Africa this year as part of a "Save the Rhino" programme.
- Students across all phases display sensitivity to the needs of the environment. Children in FS readily discuss sustainability matters. The school council leads environmental campaigns and the whole student body deem themselves to be eco-champions.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Outstanding ↑	Very good	Very good

- Teachers have strong subject knowledge. They use their skills effectively to promote learning. They know how to enthuse and motivate all groups of students in lessons. In FS, teachers have an excellent understanding of children’s needs and how to teach inspiring lessons.
- Lessons are well planned and taught with good pace. Work is matched to students’ needs and resources are used effectively. Opportunities for discussion, collaborative learning, individualised tasks, and group presentations are features of many lessons.
- Staff training to ensure that teaching is of a consistently high standard is a key feature of the school. Additional subject specific programmes are provided to ensure that all are up-to-date with the most recent developments in their subjects.

	Foundation Stage	Primary	Secondary
Assessment	Outstanding ↑	Very good	Very good

- Assessment processes are effectively linked to the standards and assessment requirements of the National Curriculum for England. The school participates in a range of tests to benchmark students’ performance to international standards. This enables the early identification of gaps in students’ knowledge and allows highly effective interventions to be put in place.
- Assessment is especially strong in FS. Baseline assessments and phonics screening ensure that teachers have in-depth knowledge of the strengths and weaknesses of individual children. They use this to plan highly-effective personalised learning.
- The use of the school’s own assessment for learning system is a particular strength. Teachers regularly provide comprehensive and constructive feedback on students’ work, including next steps in learning. The use of information from assessments to influence teaching is inconsistent in Islamic Education and Arabic.

For Development:

- Improve the use and quality of assessment processes in Islamic Education and Arabic.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Outstanding ↑	Outstanding ↑	Outstanding ↑

- The curriculum is rich, varied, and clearly aligned to the school's highly-successful vision for inclusive education. The school has embedded within its practices a very wide range of wellbeing initiatives for all groups of students. Continuity and progression are intrinsic features of all subject planning.
- There are extensive programmes of after-school activities which provide rich learning experiences, and many opportunities for students to appreciate the world outside the school. All subject departments continually review the curriculum in the light of data analyses, scrutiny of work and lesson observations.
- Cross-curricular links are thoroughly and meaningfully planned, with the purpose of extending the experiences which students have in the arts, humanities, design technology, and literature.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Outstanding ↑	Outstanding ↑	Outstanding ↑

- The curriculum is exceptionally well adapted to focus on the needs of all students. Reference to a wellbeing programme underpins all modification practices. Adaptations for students of determination are stimulating, engaging, and focused on meeting their needs and aspirations.
- The innovative and enhanced curriculum provides a wide range of opportunities for students of all abilities, where enterprise and creativity are cornerstones. Extra-curricular activities offer interesting and diverse opportunities for all students across many curricular areas.
- Opportunities to enhance the curriculum with Emirati culture and the values of UAE are actively developed, and the curriculum goals are adapted to incorporate these as they arise.
- The school provides two lessons of Arabic for 30 minutes per week in FS.

For Development:

- Endeavour to build on the success of the curriculum modifications to ensure secure progress.

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding

- The school has rigorous procedures and policies in place to ensure students' safety and security. Staff, students, and parents are kept fully informed of child protection and reporting procedures. A comprehensive register is maintained of all adults who work in or visit the school.
- Medical care is comprehensive and prioritises the wellbeing of the whole school community. Risk analyses are thorough, potential problems recorded, and issues swiftly addressed. School transport is safe and secure, and students are always properly supervised.
- The school places a very high regard on the promotion of healthy living. Excellent arrangements are in place to support physical fitness and healthy lifestyles, including regular workshops for parents to share nutritional advice. Emergency and evacuation drills meet all statutory requirements.

	Foundation Stage	Primary	Secondary
Care and support	Outstanding	Outstanding	Outstanding

- A caring, supportive ethos is evident across the school. Staff and students are respectful and friendly. Students with any academic, social, or behavioural needs are exceptionally well supported. Systems for managing student behaviour are highly effective. The school's approach to promoting attendance and punctuality is very successful.
- The school has very efficient systems to identify students of determination and those with gifts and talents. This leads to prompt and appropriate personalised interventions that provide effective support and challenge. Carefully considered curriculum modifications enable all groups of students to progress effectively.
- The wellbeing and personal development of all students is at the heart of the school. Progress is monitored closely and all information gathered is used to provide highly-effective personal and academic guidance. Careers guidance for older students is particularly effective.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding 

- All leaders promote the highly-inclusive ethos that permeates the school. Inclusion is exceptionally well resourced and has inspiring leadership. All are committed and very responsive to the growing complexity of students' needs. Rigorous systems and processes are in place to ensure effective care and support for students of determination.
- The inclusion team uses a suite of assessment tools to ensure that students' needs are accurately identified. The team has responded with agility to the increasing student numbers. Students are quickly identified, their barriers to learning reviewed and highly-effective interventions put in place.
- The school places the parent at the heart of its work. Partnerships are very positive. Parents are kept fully informed through detailed reports of their children's progress towards their individual targets.
- Skilled curriculum adaptations ensure that provision is matched to students' academic and personal needs. Additional interventions are undertaken by highly-skilled professionals along with qualified learning support assistants in offering support to students.
- Effective tools are used to provide an accurate picture of students' progress and to inform future planning. The school has created detailed profiles of all aspects of the additional needs of students of determination. These indicate that students of determination make rapid progress in most subjects.

6. Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Very good
Parents and the community	Outstanding
Governance	Outstanding ↑
Management, staffing, facilities and resources	Outstanding ↑

- Leaders at all levels, led by the principal, have a clear and shared vision which is underpinned by an inclusive philosophy and focused on improving learning opportunities and outcomes for all students. Succession planning is well embedded and is highly effective in practice. Staff morale is very high and is a core strength of the school's focus on wellbeing and personalised learning. Middle leaders are well supported in making decisions for improving students' achievement and personal development.
- The school has very strong procedures for reflection and review. Comprehensive systems and processes are in place to ensure the accurate identification of areas for development. Leaders across the school implement and refine processes to evaluate the impact of provision. Senior and middle leaders are fully accountable for outcomes in their respective areas. School improvement priorities are focused on developing teaching, learning, and assessment and improving students' outcomes in Islamic Education and Arabic.
- The school fully engages parents through a range of innovative approaches. Utilising virtual and in-person contacts, the school provides a comprehensive programme of support, focusing on both curriculum and wellbeing topics. Reports on students' progress are detailed and comprehensive. The reports include all assessment data, as well as information on students' attitudes to learning and social development. Local and international partnerships support students' academic and social development.
- The governing board is fully representative of the diverse school community and provides an outstanding facility to the Safa community. The board has increased its membership and revised roles and responsibilities to reflect a growing school community. A highly-effective Parent Executive Committee has been established to ensure that parents' opinions are fully considered. The board has rigorous procedures for ensuring that governors meet all leaders on an individual basis.
- All aspects of the day-to-day management of the school are highly efficient and impact very positively on students' outcomes and on the wellbeing of staff. The premises provide an outstanding, well-resourced learning environment. External play and recreation areas allow for outstanding practice in physical education lessons. The school has increased staffing for inclusion, wellbeing, Islamic Education and Arabic, and has appointed a dedicated health and safety officer.

For Development:

- Ensure that the best practices in teaching, learning and assessment are effectively shared and embedded across all subjects.
- Ensure that the long-term school improvement and development plan builds upon the current breadth of curriculum provision so that the needs of all students in Upper Secondary are met.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae